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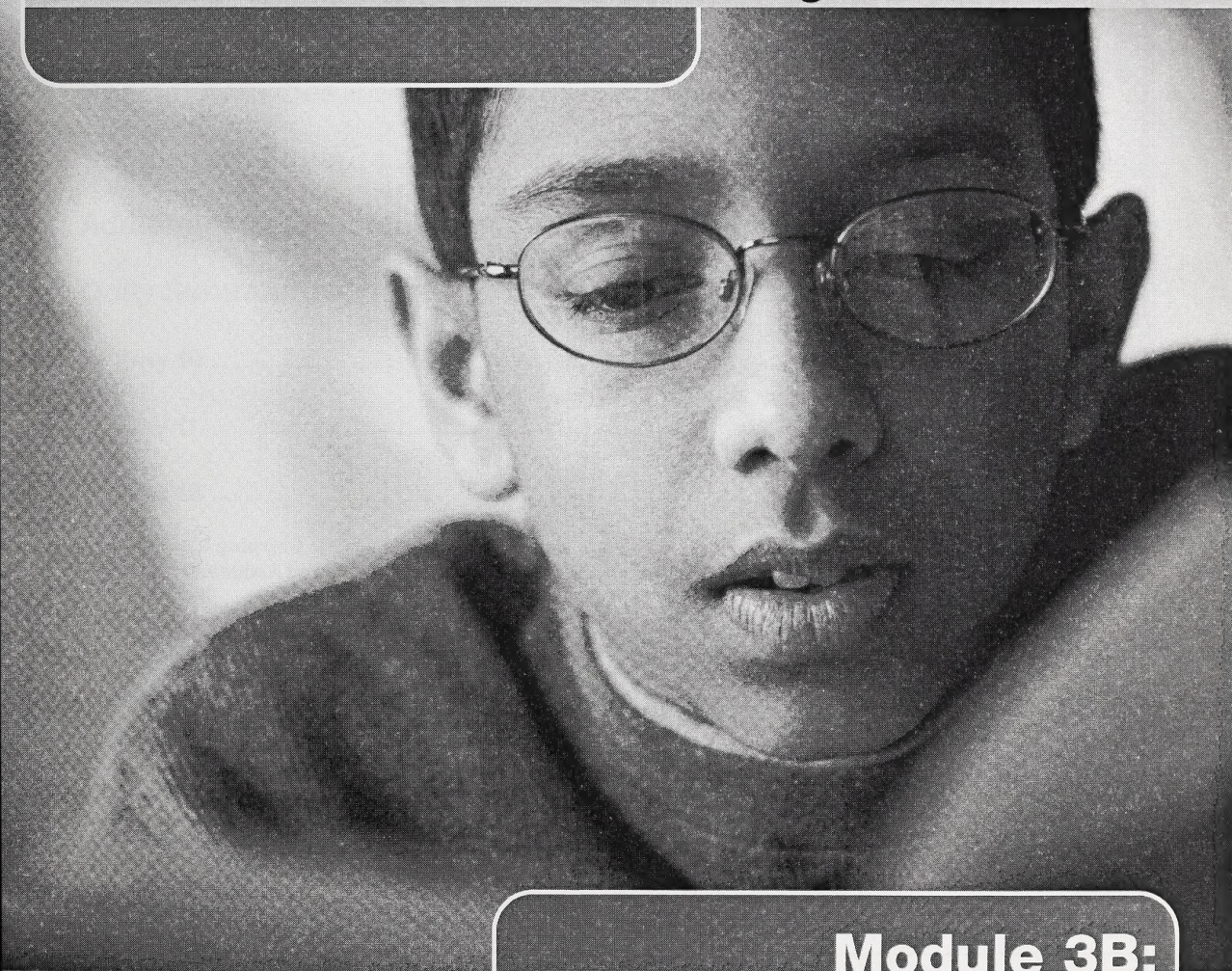
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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 3B:

Tales from Around the World

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 3B: Tales from Around the World
Home Instructor's Guide: Days 10–18 and Assignment Booklet 3B
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module 3B: Tales from Around the World

Learning Outcomes

In this part of the module the student will read more tales from around the world. The student will relate the stories to the country of origin, find these countries on a world map, and discover facts about these world communities. The student will continue to focus on testing materials and designs.

The Home Instructor's Guide for Module 1A contains general information about the role of the home instructor, curriculum information, arranging the learning area, breaks, assessment, and special features. If you do not have access to the Module 1A Home Instructor's Guide, contact your teacher to obtain this important information.

Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include

- comparing and evaluating a variety of man-made structures
- recognizing that functional structures must be strong and stable
- applying procedures to test different structural designs
- identifying and applying methods for making a structure stronger and more stable
- describing the properties of some common solids used as building materials
- applying procedures to test joining materials
- applying procedures to test the strength of building materials

During walks and field trips, the student examines man-made structures in the community to help learn more about basic building shapes and materials. The student also photographs bridges and other structures.

Social studies objectives include

- developing an understanding of how social, cultural, linguistic, geographic, and economic characteristics shape communities
- appreciating similarities and differences among people and communities
- developing an awareness of the customs and traditions of others
- using a map of the world to locate continents and countries
- applying the concept of relative location
- summarizing data by writing notes and key words
- accessing and retrieving factual information about countries from an encyclopedia or an encyclopedia computer program

English language arts skills include

- applying word-analysis strategies to words with two or more syllables
- choosing books and stories from a variety of cultures
- applying phonetic generalizations to read words containing consonant blends, consonant digraphs, and y
- demonstrating respect for the cultures of others and appreciating diversity
- identifying types of literature

- reading silently with accuracy and confidence
- finding information to answer a research question using a variety of sources
- recording facts
- listing sources of facts
- making inferences about a character's actions or feelings
- identifying a friendly letter and understanding the elements of a letter
- using a dictionary and understanding how a dictionary is organized
- retelling stories
- experiencing a play and developing skills in drama
- appreciating the artistry of authors
- identifying how authors create mental images

Before beginning this module, assemble books for shared reading and silent reading. Choose a variety of modern fairy tales, folk tales, and legends. Look in this guide under the heading Additional Resources for suggested titles.

To develop spelling and reading skills in this part of the module, phonics and spelling activities focus on consonant digraphs, y as a vowel and consonant, and consonant blends.

Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of the day. If possible, play selections of music from each country that is discussed in the lessons. In this module China and Africa are introduced.

Technology

The student learns how to access and retrieve information from a computer encyclopedia program and to process this information.

Physical Education and Health and Life Skills

The student walks through the neighbourhood to observe man-made structures. Daily fitness activities are strongly recommended. Some gymnastics activities are suggested in conjunction with the study of bridges.

Art

The student experiments with photography in conjunction with science activities. A camera is used to record structures. The photographs are viewed to determine the types of bridge supports that are used locally.

In another activity the student learns that images can be portrayed in varying degrees of realism. The term *abstract* is introduced in reference to artistic form.

Required Materials

The student will need the following items for Module 3B:

- Module 3B Student Module Booklet
- Module 3B Assignment Booklet
- *Collections: Tales—Princesses, Peas, and Enchanted Trees*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- Writing Folder
- Art Folder
- a variety of building materials: wood, plastic, foam trays, straws, cardboard, plastic stir sticks, pipe cleaners, bamboo skewers, craft sticks, strawberry baskets, wire hangers, toothpicks, pennies, index cards
- a variety of materials to use as joiners: miniature marshmallows, modelling clay, jujube candy, puffed wheat cereal, glue, tape
- a computer encyclopedia program or an encyclopedia
- atlas and a provincial road map
- camera and film
- blank tape and tape recorder or a computer with recording capability
- *Grade Three Thematic Audio* CD and CD player or computer with a CD drive

Special Activities

Tale Selections

You will need a variety of modern fairy tales, folk tales, and legends throughout this module. On some days, specific tales are discussed. You may find an anthology at your local library that contains the featured stories, or you may find the stories in individual editions.

Day 10

The Paper Crane, Molly Bang
The Gypsy Princess, Phoebe Gilman
The Paper Bag Princess, Robert Munsch
The Carousel, Liz Rosenberg (optional)

Day 11

any version of “The Three Little Pigs”

The Three Little Javelinas, Susan Lowell (optional)

The Three Little Wolves and the Big Bad Pig, Eugene Trivizas

Day 12

any version of “Goldilocks and The Three Bears” (optional)

any version of “The Three Billy Goats Gruff”

Day 14

Confederation Bridge website: <http://www.confederationbridge.com>

Day 15

Chinese tales, such as

The Legend of the Panda, Linda Granfield

Favorite Children’s Stories from China and Tibet, Lotta Carswell Hume

The Seven Chinese Brothers, Margret Mahy

Tikki Tikki Tembo, retold by Arlene Mosel (optional)

Day 16

Ananse tales, such as

The Pot of Wisdom: Ananse Stories, Adwoa Badoe (optional)

Anansi and the Talking Melon, retold by Eric A. Kimmel

Ananse’s Feast: An Ashanti Tale, Tololwa M. Mollel

Day 17

Trickster tales or stories that tell how things in nature came to be can be found in anthologies, such as

A Ring of Tricksters: Animal Tales from America, the West Indies, and Africa, adapted by Virginia Hamilton (optional).

How Many Spots Does a Leopard Have?: and Other Tales, Julius Lester

When the World Was Young: Creation and Pourquoi Tales, Margaret Mayo

Day 18

any nursery rhyme book

Research

Day 15

The student will gather non-fiction information about China from an encyclopedia or computer encyclopedia program.

Field Trips

Day 10: fitness walk to look at materials used in constructing buildings and structures in the neighbourhood

Day 12: field trip to photograph bridges and other community structures

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

Any of the following books are excellent choices to read aloud or for silent reading. Instead of a chapter book, you may want to choose an anthology with a collection of folk tales or legends. There are many beautiful picture books with retellings of traditional stories from a variety of countries. Some modern fairy tales, such as *The Paper Bag Princess* by Robert Munsch, *The Three Little Javelinas* by Susan Lowell, *Little Red Ronnika* retold by Bobby L. Jackson, or *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas, are also great fun.

Fiction: Anthologies

The Pot of Wisdom: Ananse Stories, Adwoa Badoe

A World Treasury of Myths, Legends, and Folktales: Stories from Six Continents, retold by Renata Bini

A Ring of Tricksters: Animal Tales from America, the West Indies, and Africa, adapted by Virginia Hamilton

Favorite Children's Stories from China and Tibet, Lotta Carswell Hume

How Many Spots Does a Leopard Have?: and Other Tales, Julius Lester

When the World Was Young: Creation and Pourquoi Tales, Margaret Mayo

Japanese Children's Favorite Stories, edited by Florence Sakade

Not One Damsel in Distress: World Folktales for Strong Girls, collected and told by Jane Yolen

Fiction: Short Stories and Picture Books

"The Three Bears," any version
"The Three Little Pigs," any version
"The Three Billy Goats Gruff," any version
The Gingerbread Man, retold by Jim Aylesworth
The Paper Crane, Molly Bang
The Mousehole Cat, Antonia Barber
First Palm Trees: An Anancy Spiderman Story, James Berry
Why the Tides Ebb and Flow, Joan Bowden
Trouble with Trolls, Jan Brett
The Elephants' Ears, Catherine Chambers
The Gypsy Princess, Phoebe Gilman
The Legend of the Panda, retold by Linda Granfield
How Jackrabbit Got His Very Long Ears, Heather Irbinskas
Little Red Ronnika, retold by Bobby L. Jackson
Anansi and the Talking Melon, retold by Eric A. Kimmel
The Old Woman and Her Pig, Eric Kimmel
The Three Little Javelinas, Susan Lowell
The Seven Chinese Brothers, Margret Mahy
Coyote: A Trickster Tale from the American Southwest, Gerald McDermott
Raven: A Trickster Tale from the Pacific Northwest, Gerald McDermott
Ananse's Feast: An Ashanti Tale, Tololwa M. Mollel
Tikki Tikki Tembo, retold by Arlene Mosel
The Paper Bag Princess, Robert Munsch
The Carousel, Liz Rosenberg
The Three Little Wolves and the Big Bad Pig, Eugene Trivizas

Non-Fiction

Any current encyclopedia

Computer Programs

Any current encyclopedia program

Audio Tapes

The Three Billy Goats Gruff/Just A Friendly Old Troll, Steck-Vaughn Company, product #392358
Goldilocks and The Three Bears/Bears Should Share, Steck-Vaughn Company, product #392275
(Both audiotapes are available from the Learning Resources Centre. Use the product numbers given above.)

Daily Summaries

Day 10

Learning Outcomes

Today begins with a review of nouns, verbs, and adjectives. The study of fairy tales continues with a modern version. Comprehension skills are applied to the reading. Spelling words for this module are introduced. The sounds of y as a vowel and as a consonant are reviewed. In handwriting, the student practises joining *b* to *a* and *o*. In science, building materials are investigated.

Materials You Need Today

- dictionary
- a modern fairy tale (optional)

Getting Started

The student reviews nouns, verbs, and adjectives, and some vocabulary words from the story are introduced. Encourage the student to apply the phonics skills that have been taught as each word is decoded. The student may recognize some of the words by sight.

“The Finding Princess”

The student reads this modern fairy tale and answers questions about the story. The student may need to scan and reread to find the answers to the questions.

Spelling

The spelling word list for Days 10–18 includes six high-frequency words containing the letter *y*. Dictate the words when the student is ready to write the pre-test.

Say each word. Say the word in a simple sentence and repeat the word. These are the spelling words:

- | | |
|-------------|----------|
| • yesterday | • pretty |
| • try | • carry |
| • why | • every |

Phonics

The student reviews the sounds that the letter *y* makes in words.

Physical Education and Health and Life Skills

As the student completes a fitness walk, he or she is asked to observe the building materials that have been used in structures and buildings nearby. You may wish to accompany your student on this walk to discuss the materials that are observed. If you live in a rural area, encourage the student to look at the materials that are used to build fences, granaries, machinery, and barns. If you live in an urban area, look at a variety of buildings, statues, benches, and so on.

Building Materials

The student indicates which building materials were observed earlier today. Pictures gathered in Module 3A are examined and discussed. The properties of some materials are examined, and the student chooses materials and makes plans for a waterproof device. Allow the student to use his or her own ideas in planning the device, even if an idea is impractical.

Day 11

Learning Outcomes

Characteristics of fairy tales are reviewed, and the student plans and drafts a fairy tale of his or her own. Spelling words are practised and challenge words selected. Consonant digraphs are introduced. In handwriting, *b* joins continue to be practised. Various building materials are tested for strength.

Materials You Need Today

- an assortment of materials, including a straw, a plastic stir stick, a nail, a foam tray, a pipe cleaner, modelling clay, a stone, a bamboo skewer, a tin can, a craft stick, a strawberry basket, and a wire hanger
- any version of “The Three Little Pigs”
- *The Three Little Wolves and the Big Bad Pig* or *The Three Little Javelinas* (optional)

Getting Started

The characteristics of a fairy tale are reviewed, and the student reads a report written by a student.

A New Tale

A fairy tale written by a student is read in the book. The student thinks about the fairy tale characteristics that appear in the story and then plans and writes a fairy tale.

Enrichment

The student may also want to read “The Other Frog Prince” by Jon Scieszka on page 66 of *Tales—Princesses, Peas, and Enchanted Trees*. This story is a new, humorous version of the story *The Frog Prince*.

The student may also be interested in learning about the animation of fairy tales and other stories. “New Tales from Old: Amazing Animation” by Gary Hurst on page 68 of *Tales—Princesses, Peas, and Enchanted Trees* tells how stories are animated. After reading this article, the student may enjoy creating a storyboard (as explained on page 69) to tell the story of a favourite tale or to illustrate the fairy tale he or she is writing.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student’s written work, assign them as challenge words. Some other words you may want to consider are

- | | | | | |
|-------|--------------|----------|---------|-----------|
| • buy | • bridge | • Africa | • tale | • support |
| • fly | • photograph | • China | • story | • design |

Phonics

The student is introduced to consonant digraphs. These sounds were studied in grade two. Be sure your student can recognize and apply these digraphs when reading.

Choosing Materials

The student continues to examine materials and their properties. The student is given a list of materials that may be available in your home. You may wish to substitute items that are not available with other suitable materials. The student will try to change the material by bending, tearing, or breaking it, so any materials you gather should be inexpensive and dispensable.

Discuss safety concerns with the student before he or she begins the activity. The student should wear gloves and safety glasses and bend the materials away from his or her body.

Day 12

Learning Outcomes

The study of fairy tales is extended with a chant about the three bears. Consonant digraphs continue to be studied. In handwriting, the letter *o* is joined to other letters. Photography is used to extend the study of structures in the community, particularly bridges.

Materials You Need Today

- a version of the story “The Three Billy Goats Gruff”
- a version of “Goldilocks and the Three Bears” (optional)
- camera and film

Getting Started

The student thinks of stories that have three animal characters.

“The Three Bears”

A chant about Goldilocks and the three bears is introduced. If the student is not familiar with chants, you may want to clap a rhythm for the chant and model how to chant to the beat.

“The Three Billy Goats Gruff”

The tale is used to introduce the student to the study of bridges. If possible, read the student a version of this story. Over the next few days, the student will examine how bridges are supported and do some design tests involving bridges.

Be a Photographer

One of the goals in art education is that the student will learn to use a simple camera to document events and objects. The student learns about cameras and thinks about the composition of photographs before leaving on the scheduled field trip.

If you do not have a camera, inexpensive disposable (recyclable) cameras are available in drugstores and camera shops.

Show the student the main parts of the camera, including the lens, the viewfinder, the shutter release button, the lens cap, the flash, and the film advance mechanism. Discuss the purpose of each part. If the camera must be focused manually, show the student how to do it. Explain that the flash is usually used to take photographs indoors or in dark places.

Bridges and Structures Field Trip

Take a field trip with your student to examine bridges and other community structures. The student should photograph at least two or three different bridges. Try to find bridges with different types of supports, for example, square-beam supports, arched supports, and suspended bridges. The student should also photograph several buildings or structures that he or she finds beautiful or interesting. These photographs will be used to discuss structures and to teach art concepts.

If your student shows little interest in architecture, try to spark that interest by pointing out buildings and features that you consider interesting, unusual, historic, or unique. Examine columns, statues or sculptures, murals, and trims. Call your student's attention to repeating elements, texture, and pattern. Appreciation of man-made and natural structures is an important goal in art.

If possible, allow the student to finish the film and take it to a one-hour photo-finishing outlet on your way home from the field trip. The student will use the photographs to study bridges over the next few days. Keep all of the photographs. They will be used to study texture, pattern, and repeating elements in Module 4.

Day 13

Learning Outcomes

The form of a friendly letter is reviewed, and the student writes a letter. The fairy tale draft is edited. Spelling words are practised with a sentence dictation. Syllables are further investigated, and the letter *o* is joined to other letters. Bridge spans are tested for strength, and bridge designs are investigated.

Materials You Need Today

- bridge photos from Day 12
- construction paper, books, pennies or spoons, ruler

Getting Started

The student recalls what he or she knows about writing letters. The student was introduced to letter writing in grade two.

A Friendly Letter

The parts of a letter are introduced in a sample letter.

Letter to the Three Bears

The student is instructed to pretend to be Goldilocks and to write a letter to the three bears. Goldilocks needs to apologize for the trouble she caused and to invite the bears to her house for a snack. The letter will be written in the Assignment Booklet.

Editing

Review the steps from the Writing Steps poster that was introduced in Module 2.

When the student begins editing, he or she should check each of the points listed. This may require several readings of the story. Demonstrate how to cross off words and write the correct spelling above the word, use carets to show where to insert words, and use arrows to show how to move words around. The student is encouraged to use a coloured pen or pencil crayon to edit.

If the student used a computer to write the story, it can be edited directly on the screen or the student can print a copy of the story and edit on the paper. The story should be double-spaced to allow room for editing.

Spelling

Spelling Dictation Steps

- Prepare a space on the chalkboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

Dictation Sentences

- **yesterday:** I went on a trip yesterday.
- **try:** Did you try to do your best?
- **why:** Why did you go?
- **pretty:** That is a pretty flower.
- **carry:** Can I carry the box?
- **every:** Do you brush your teeth every day?

Physical Education and Health and Life Skills

Explain that the student's body can be used like a bridge. Ask your student to do some or all of the following activities to develop gymnastics skills. The student should warm up his or her body by running in place and doing some stretches before attempting the activities.

Give the student the following directions:

- Make an arched bridge. Put both hands and both feet on the floor. Raise buttocks into the air.
- Keep the arched shape. Try to lift up one foot or one hand. Can you still balance? Try to lift up a hand and a foot.
- Keep the arched shape. Can you move your hands and feet closer together? Can you move them farther apart?
- Make a flat bridge. Lay on your back. Put hands and feet on the floor and raise your body.

- Can you lift up one hand or one foot and stay balanced while making a flat bridge? Can you lift up both a hand and a foot and stay balanced?
- Still making a flat bridge, can you move your hands and feet closer together? Farther apart?
- Use a chair or a couch to make a bridge. Sit on the floor and put your feet on the chair. Lift up with your arms. Make a flat bridge and an arched bridge. Try to balance with only one arm on the floor. Try to balance with only one leg on the chair. Which is easier?
- Use a chair or couch. Put your hands on the chair and your feet on the floor. Make an arched bridge and a flat bridge. Lift up one leg and try to balance. Lift up one arm. Which is easier?
- Try to make three different bridges using two arms and one leg.
- Try to make three different bridges using one arm and two legs.
- Try to make three different bridges using one arm and one leg.

If there are other children present, one child can make the bridge and the other child can crawl under the bridge. The children can also experiment with making bridges involving two children—for example, one child can hold the other child's feet to make a bridge.

If several younger children are present, have the student lead them in playing London Bridge. Two children form a bridge by joining hands and holding them up. The children sing the rhyme and move under the bridge. As the end of the rhyme is sung, the children lower the bridge to capture the child going under. When two children have been captured, another bridge can be added and the game continues until all the children are captured.

Make a Model Bridge

The student learns that the length of the span affects a bridge's strength. A simple test is done to demonstrate this fact.

The student examines the photographs taken on Day 12 to learn how long bridge spans are supported.

Day 14

Learning Outcomes

The concept of rhyme is extended in preparation for reading a play written in rhyme. The student practises using the dictionary. Spelling words are practised and the letter *o* is joined to other letters. Beam and arch bridge supports are tested for strength. The student also writes the final copy of her or his fairy tale.

Materials You Need Today

- dictionary
- construction paper, books, pennies or spoons, ruler, modelling clay, index cards or poster board

Getting Started

In preparation for the play that the student will read and perform today, discuss the differences between a play and a story.

The student's understanding of rhyming words is reviewed and the student learns that although words may sound the same at the end, they are not always spelled the same. Many of the rhyming words from the play are introduced in this section.

Some other vocabulary words that the student may not know are discussed. The student uses a dictionary to find the meanings of the words.

“Mr. Frog Went a Courtin’”

Some characteristics of plays are discussed and some vocabulary relating to plays is introduced. These terms may be new to your student. Be sure the student understands what *scenes*, *dialogue*, *setting*, *italics*, and *props* are.

If possible, encourage other children or family members to play some of the roles in the play, since there are several characters. If this is not possible, the student can choose several roles and you can take the remaining roles. Use different voices for each of the characters.

Try to arrange for a time that the student can perform the play for an audience, if not today then another day.

Bridge Supports

The student reviews the concept of a “fair test” and follows instructions to test square-beam supports and arched bridge supports. If the student has trouble following the multiple steps in the procedure, assist by reading the steps aloud and having the student do what is assigned.

Assist your student with locating the Confederation Bridge website at <http://www.confederationbridge.com> or do a general search using the words *Confederation Bridge* to find more information about the bridge and pictures of it.

Rewrite Your Fairy Tale

If your student is working on the story on a computer, it can be sent to the teacher electronically or printed and sent, depending on the arrangement you have with the teacher.

Day 15

Learning Outcomes

The day begins with dictionary use in preparation for reading today's tale. Cause-and-effect strategies are applied to the story. China, the setting for the story, is investigated. Making nouns plural is practised. In handwriting, different letter combinations are practised. The student identifies and applies different methods for strengthening a structure.

Materials You Need Today

- dictionary
- construction paper, books, pennies or spoons, ruler, modelling clay, index cards or poster board, material to use as brace for model bridge support
- encyclopedia or computer encyclopedia program
- Chinese tales (optional)

Getting Started

The student learns that a dictionary can be used not only for definitions, but also to determine the syllabication of a word, the pronunciation of a word, and the part of speech.

“The Extraordinary Cat”

Partner read today's story with your student. Take turns reading paragraphs. Encourage your student to follow the story with his or her eyes when you read.

The student skims the story for adjectives that describe the cat. After the story is reread silently, cause-and-effect relationships are examined.

China

The student looks at the world map to locate China and to think about its comparative size. The student is also asked to find out at least three facts about China. In this activity the student is free to choose any three facts to write about. Topics may include information about the land, industries, traditions, food, language, homes, or recreation. If necessary, assist the student in locating information. You may also have to help the student to read the information if the reading level is too difficult. Encourage the student to make simple notes on a sheet of lined paper and then to use the notes to write sentences in the Assignment Booklet about the facts that were discovered.

Make It Stronger

The student applies what has been taught to create a “fair test” using materials from the previous model bridges and chooses a way to add strength to the square-beam support. Encourage the student to use his or her own ideas and to solve any problems that come up with joining the brace to the support. The student completes an outline in the Assignment Booklet to plan and record the test.

Day 16

Learning Outcomes

The day begins with a listening activity. Descriptive phrases are studied, and the student records a retelling of the story. Africa, the setting for the story, is investigated. Spelling words are practised. The student tests joining materials and graphs the results.

Materials You Need Today

- *Grade Three Thematic Audio* CD and CD player or computer with a CD drive
- blank tape and tape recorder or blank CD and computer with recording capability
- atlas and globe
- Ananse (Anansi) tales (optional)
- toothpicks
- jujubes, miniature marshmallows, modelling clay, puffed wheat cereal
- pennies or spoons

Getting Started

The student begins the day by visualizing an African scene and describing it.

“The Name of the Tree”

An oral version of the tale “The Name of the Tree” is presented on the *Grade Three Thematic Audio CD*. If you do not have a CD player or computer to play the CD, you may read the story aloud instead. It is found in *Tales—Princesses, Peas, and Enchanted Trees* on page 25. Do not show the student the pictures or ask him or her to read along since this story is used to develop the student’s listening and visualization skills.

The student is asked to listen to the story and to think about how the author uses descriptive words to help the reader visualize the scene. The student learns what phrases are and reads some phrases from the story.

After listening to the story a second time, the student is instructed to retell the story in his or her own words. This retelling is recorded for the teacher to evaluate. The student may practise retelling the story before recording it.

Africa

The student is asked to name and colour four African countries on his or her world map. You may need to help the student locate the correct spaces on the world map for the African countries.

Enrichment Activity

The student may enjoy finding out more about a favourite African animal. Encourage the student to find out which African country the animal lives in, what it eats, what its habitat is, and whether it is endangered or not.

Testing Joining Materials

A variety of joining materials is discussed. The student makes cubes using toothpicks with miniature marshmallows, jujubes, modelling clay, and puffed wheat cereal as connectors. If you do not have these materials, you may substitute other materials that you have on hand, such as chewing gum, raisins, or fun tack. If other materials are substituted, assist the student with changing the questions in the Student Module Booklet and headings on the graph in the Assignment Booklet.

It may be difficult for the student to build the cubes alone. You may need to help the student connect the top and bottom of the cube with the vertical toothpicks.

Day 17

Learning Outcomes

The day begins with an introduction to *pourquoi* tales, which are stories that explain why things are the way they are. Dictionary practice continues, and multiple-choice questions are answered after reading the tale. Spelling words are reviewed one last time. Consonant blends, digraphs, and the sounds of *y* are reviewed. The student continues to practise joining letters in handwriting. An abstract background is created for an illustration of a favourite tale.

Materials You Need Today

- *pourquoi* or trickster tales (optional)

Getting Started

The student learns tales that tell how things in nature came to be are called *pourquoi* tales. Most cultures in the world have these types of tales, which originate from an oral storytelling tradition.

“How Eagle Got His Good Eyes”

This *pourquoi* tale was written and illustrated by students. The student learns some vocabulary words that may not be familiar and answers some multiple-choice questions about the story.

Phonics

Write the list of words from the margin notes on the chalkboard or whiteboard. Ask the student to read the words aloud. Observe the student as he or she reads the words. Can the student decode words with the sounds of *y*, consonant blends, and consonant digraphs? You will comment on this skill in the Day 18 checklist.

Handwriting

Check your student’s ability to join the letters correctly by observing as he or she writes the letters on the list in the Student Module Booklet. Note any letters or joins the student is experiencing difficulty with and reteach the skill. If necessary, refer back to the lesson where the letter or join was taught.

Be an Illustrator

The illustrations from today’s story are examined, and the idea of abstract representation is introduced. The student learns that backgrounds (and other images) are not always portrayed realistically. The student is given the opportunity to create an abstract illustration.

After the student reads two student-authored *pourquoi* tales on page 57 of *Tales—Princesses, Peas, and Enchanted Trees*, he or she creates an illustration for one of the stories. The student is instructed to create an abstract background rather than a realistic background. This activity is optional and does not have to be submitted to the teacher.

Enrichment

Your student may wish to write his or her own *pourquoi* tale and illustrate it. If the student chooses to do this, you may include the *pourquoi* tale with the illustration when you submit this module’s assignments.

Day 18

Learning Outcomes

Mother Goose nursery rhymes are recalled in preparation for reading African versions of nursery rhymes. Syllabication is used as a word-analysis strategy. The spelling test is completed for the module. In handwriting, the student writes the lowercase letters and self-evaluates them to make corrections. The structure of cinquain poems is studied, and the student composes his or her own poem. Some of the work completed in the module is shared with others.

Materials You Need Today

- a book of nursery rhymes

Getting Started

You will need a book containing a collection of nursery rhymes for today's first activity. Your student will recall his or her favourite nursery rhymes. Then, spend some time looking through a book of nursery rhymes with your student and discussing some of the rhymes you remember as your favourites.

African Mother Goose Rhymes

New rhymes that have been adapted from classic nursery rhymes are read and compared to the original version. The student uses context to infer meaning in the first rhyme. As the student reads the rhymes, an understanding of African lifestyles is developed.

Following are versions of the Mother Goose rhymes parodied by the African rhymes:

Pease Porridge

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.

Some like it hot.
Some like it cold.
I like it in the pot,
Nine days old.

To Market

To market, to market to buy a fat pig,
Home again, home again, jiggety jig.

To market, to market to buy a fat hog,
Home again, home again, jiggety jog.

Pat-a-cake

Pat-a-cake, pat-a-cake,
Baker's man.
Bake me a cake
As fast as you can.
Roll it, and pat it,
And mark it with a "B."
Put in the oven for baby and me.

Rock-a-bye Baby

Rock-a-bye baby on the tree top,
When the wind blows the cradle will rock.
When the wind stops,
The cradle will fall.
Down will come baby, cradle and all.

Spelling

Say each word. Say the word in a simple sentence and repeat the word. Dictate each challenge word as well. These are the spelling words:

- yesterday
- try
- why
- pretty
- carry
- every

Handwriting

The student has a chance to look carefully at some samples of lowercase cursive letters and to judge how well they are written. In order for the teacher to evaluate the student's handwriting skills, the student writes all the lowercase cursive letters in the Assignment Booklet. The student then checks his or her letters for accuracy and rewrites any that can be improved.

A New Type of Poem

The student is introduced to cinquain poetry. A selection of poems is used to review some of the tales that the student has read over the last few weeks. The student chooses a favourite tale from those read or listened to in this module and creates a cinquain poem.

If necessary, help the student edit the poem before he or she rewrites it in the Assignment Booklet. You may wish to point out thoughts that are not clearly expressed or spelling and punctuation errors that the student did not recognize.

Sharing Your Work

The student is instructed to share two examples of work that he or she is particularly proud of. The student may wish to perform the play that was practised on Day 14.

Suggested Responses

Answers do not have to be in complete sentences.

Day 10

1. A word that names a person, place, or thing is a *noun*.
An action word is called a *verb*.
A word that tells more about or describes a noun is called an *adjective*.
2. The words *macaroni*, *licorice*, and *craftsmen* are nouns.
3. The words *breakfasted*, *cried*, and *wandered* are verbs.
4. The word *lustrous* is an adjective.
5. *Lustrous* means *shiny* or *bright*.
6. 58
7. Sue Ann Alderson
8. The student may write any one fact about the author. Answers may include any of the following:
 - She has written over a dozen books.
 - She writes poems.
 - Her poems have been published in magazines in Canada and the United States.
 - She teaches a course in children's writing.
 - She lives in Vancouver.
 - She likes to care for her animals and travel with her children.
9. sad or unhappy
10. a cup of pearl, a silver ring, dancing shoes, and a bird that sings
11. The princess was not happy with the gifts.
12. She prepared for her adventure by packing peanut butter and macaroni sandwiches, some licorice, pickles, and chocolate chip cookies.
13. an old shell or a lustrous shell
14. She gave it to a little boy who couldn't find a pretty shell.
15. The silver ring was the moon shining with a soft glowing circle of light around it.
16. When the princess took off her hiking boots and danced barefoot, she felt light as air.
17. a little bird
18. to feed it every day
19. She discovered that the fun is in the finding.

20. Answers will vary depending upon the student's opinion. Accept any reasonable answers. Most students will say the princess will be happier because she knows that it is more fun to discover things on your own than to be given them.

21.

Y as a Consonant	Y with a Long E Sound	Y with a Long I Sound
yesterday	pretty	why
	carry	try
	every	

Phonics

Page 69

- | | | | |
|-----------------|---------------------|-----------------|------------------|
| 1. cry | 2. bunny | 3. <u>yarn</u> | 4. fly |
| 5. <u>yard</u> | 6. pony | 7. <u>yo-yo</u> | 8. penny |
| 9. yard, yellow | 10. pretty, sweetly | 11. try, why | 12. sorry, every |
| 13. yolk, yarn | | | |

Phonics

Page 70

y = a consonant	y = long e	y = long i
yard	beauty	my
yelled	twenty	cry
yellow	Goody	sky
you	creamy	fly
yet	very	try
years	fifty	why
yes	early	dry

22. The circled items will vary depending upon which materials were observed. If the student did not see a specific material it should not be circled.
23. Answers will vary depending upon which materials were observed. The student should be able to accurately recognize materials and where they are commonly used. For example, glass may be used in windows and doors. Wood may be used to build fences, as siding on a house, or as the main building material in a log home. Concrete or cement is used to construct sidewalks, fountains, and large buildings. If the student did not see a specific material, that space may be left blank.

24. **steel rods** — can be folded, rolled, and torn easily
cardboard — very strong and heavy, hard to bend or cut
writing paper — stiffer than paper, not waterproof
plastic wrap — can be moulded into any shape, will dry and become hard
concrete — light and flexible, waterproof
modelling clay — stiff and strong, can be broken
craft sticks — heavy and hard, looks like stone

Day 11

- The answer to the riddle is a fairy tale.
- Answers will vary. The student is expressing an opinion. Many students will agree with Morgan, but perhaps point out that not very many stories have pigs or wolves or snakes in them, or that several of the fairy tales that were read did not take place in a castle.
- Answers will vary. The student is expressing an opinion.
- There should be check marks beside the following phrases:
 - starts with “Once upon a time” or “A long time ago,”
 - has royal characters
 - involves the supernatural
- Any words that begin with each of the consonant digraphs are suitable. Following are some examples:

ch chap, check, chest, church, check
th the, then, there, this, that
wh where, when, what, why, wheat
sh shirt, show, shake, shout, sheep
- write, wheel, chocolates, knife, dish, truck

Phonics

Page 71

- | | | | |
|---------------|---------------|-------------|---------------|
| 1. cherry | 2. wheelchair | 3. sign | 4. duck |
| 5. dish | 6. tack | 7. knot | 8. wrap |
| 9. scheme | 10. wheel | 11. kitchen | 12. write |
| 13. birthday | 14. threw | 15. nickel | 16. peaches |
| 17. north | 18. finish | 19. mother | 20. rough |
| 21. beneath | 22. choke | 23. knit | 24. echo |
| 25. know | 26. chord | 27. thick | 28. farther |
| 29. telephone | 30. shake | 31. wrist | 32. chocolate |
| 33. bother | 34. ticket | 35. wheat | 36. chorus |
| 37. tough | 38. sign | 39. school | 40. gnaw |

- | | | | |
|-------------|-----------|----------|-----------|
| 1. cherries | 2. school | 3. teeth | 4. duck |
| 5. shave | 6. echo | 7. who | 8. shines |

Check the puzzle for accuracy. The words *elephant*, *scheme*, *gnaw*, *knife*, *chorus*, and *shower* are written horizontally. The words *laugh*, *teeth*, *whine*, and *nickel* are written vertically.

7. The pigs found out that the strongest building material was bricks.
8. Accept any reasonable answers. The student may suggest metal, concrete, thick boards, stone, or logs.
9. and 10. The student is predicting. Answers will vary. Accept all predictions, but discuss them after the student has finished the activity.
11. Results may vary depending upon the objects that were used. Observe as the student performs the test and be sure that the object is entered under the correct heading.

Breaks or Tears Easily	Bends Easily but Doesn't Break	Doesn't Bend, Break, or Tear Easily
paper towel	plastic straw	metal nail
writing paper	plastic bag	table knife
foam tray	plastic stir stick	stone
bamboo skewer	pipe cleaner	tin can
craft stick	modelling clay	
strawberry basket	paper tube or roll	
	wire hanger	

Day 12

1. "The Three Little Pigs"
2. Once upon a time
3. three
4. where the story takes place
5. the woods
6. Goldilocks
7. They went for a walk.
8. The bears could probably tell that someone had slept in their beds because the beds were messed up or rumpled.

9. Baby Bear screamed because he was surprised or angry to find someone had eaten his porridge, broken his chair, and was sleeping in his bed. Accept any reasonable answers that describe a feeling that would make someone scream.
10. The student should draw a picture of Goldilocks and the bears' house and write two adjectives that describe Goldilocks. Answers may include words such as *pretty*, *golden-haired*, *curly haired*, *nosy*, *impolite*, *curious*, or *naughty*. Accept any reasonable adjectives.

Phonics

Page 73

- | | | | | |
|-----------|-------------|----------|-----------|--------------|
| 1. school | 2. teacher | 3. white | 4. knows | 5. math |
| 6. cough | 7. mother | 8. wrote | 9. signed | 10. elephant |
| 11. laugh | 12. thought | 13. gh | 14. tch | 15. ph |
| 16. ch | 17. wr | 18. gh | 19. kn | 20. ch |
| 21. gn | 22. gn | 23. kn | 24. tch | 25. ph |
| 26. wr | 27. th | | | |

Phonics

Page 74

Digraph at the beginning: chin, shell, whine, choose, know, white, chorus, threw, wheel, write

Digraph in the middle: elephant, another, birthday, laughed, peaches, matches, rather, together, dishes, mother

Digraph at the end: beach, north, path, sign, wish, starfish, cough, with, catch, tough

11. The student is stating an opinion and should include a reason. Accept any reasonable answers.
12. under the bridge

Day 13

1. A friendly letter begins with a heading.
2. A greeting comes next.
3. The body of a letter contains the message.
4. The letter ends with a closing and a signature.
5. editing
6. rewrite and proofread
7. false
8. true

- | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 1. 4,3,3 | 2. 2,1,1 | 3. 2,2,2 | 4. 2,2,2 | 5. 1,1,1 | 6. 3,3,3 |
| 7. 1,1,1 | 8. 3,3,3 | 9. 2,2,2 | 10. 1,1,1 | 11. 3,1,1 | 12. 3,3,3 |
| 13. 2,1,1 | 14. 2,2,2 | 15. 2,1,1 | 16. 2,1,1 | | |

- | | | | | | |
|-------------|-----------|-----------|-----------------|------------|------------|
| 1. Mother's | 2. cherry | 3. thirty | 4. presents | 5. painted | 6. sweater |
| 7. knitted | 8. quick | 9. nimble | 10. candlestick | 11. over | |

9. Answers will vary, depending upon the bridges that were observed. Accept any observable facts or characteristics that the student noticed.
10. The answer should accurately reflect the number of pennies or spoons the student could put on the span before it touched the table.
11. The student is making a prediction. Accept either answer.
12. The answer should accurately reflect the number of pennies or spoons the student could put on the span before it touched the table.
13. The student should predict that the span will support even fewer pennies or spoons. Since the student is making a prediction, accept any reasonable answer.
14. The answer should accurately reflect the number of pennies or spoons the student could put on the span before it touched the table.
15. Answers will vary. The student will probably suggest that the longer the span is, the less weight (mass) it will support.
16. The supports should accurately reflect those that were observed and photographed.

Day 14

1. yes
2. no
3. The following pairs should be circled.
door/before hare/there flea/bumblebee
4. consent: approval or permission
5. cider: a drink made from apples or a juice pressed from apples
6. nimble: moving quickly, easily, and skilfully

7. play
8. 19
9. Mr. Frog and Ms. Mouse are the main characters. The student will probably write Mr. Frog because his name is in the title of the play.
10. The two settings in Scene 1 are the woods and the house of Ms. Mouse.
11. The most important thing that happens in Scene 1 is Mr. Frog asks Ms. Mouse to marry him.
12. The most important thing that happens in Scene 2 is all of the animals come to the wedding and bring something.
13. No, because wood is a much stronger material than paper.
14. no
15. The student is making a prediction. Accept either *arched support* or *square-beam support*.
16. Answers will vary. The answer should accurately reflect the number of pennies or spoons the student could put on the span before the support collapsed.
17. Answers will vary. The answer should accurately reflect the number of pennies or spoons the student could put on the span before the support collapsed.
18. The student probably discovered that the arched support will hold more mass than the square-beam support. The answer should accurately reflect what happened in the test.
19. The student should choose the shape that supported the most weight, usually the arch.

Day 15

1. *Extraordinary* means *unusual* or *remarkable*.
2. five
3. skip verb
brother noun
wonderful adjective
4. The cat is described with the following adjectives: extraordinary, beautiful, superior, superb, dearest, wonderful, and lovely. The student may not have found all the adjectives.
5. As each person suggested something stronger, the ruler changed the cat's name.

Cause	Effect
The advisor said the cloud is more powerful than the sky.	The cat's name was changed to Cloud.
The ruler's wife said that the wind is stronger than clouds.	The cat's name was changed to Wind.
The ruler's brother said that the wind can't go through the wall.	The cat's name was changed to Wall.
The royal gardener said that a mouse can chew through the wall.	The cat's name was changed to Mouse.
The ruler's children said that a cat was stronger than a mouse.	The cat's name was changed to Cat.

7. The student is stating an opinion. Most students would agree that the ruler was foolish because he could go on changing the cat's name forever. Accept any reasonable answers.
8. Asia
9. China is a large country.
10. The characters are wearing beautifully patterned kimonos.
11. Japan (also Korea, Vietnam, and other Asian countries)
12. winds cats animals rulers servants creatures
13. The *y* was changed to *i* and *es* was added.
14. babies flies cities pennies ponies skies
15. The engineers added beams that go corner to corner.
16. Answers may vary, but the student should realize that he or she can add braces to the ends of the support.
17. Answers may vary. The student could use craft sticks, pipe cleaners, strips of cardboard, or strips of paper. Anything that could work as a brace is acceptable.
18. Answers may vary. The student will probably suggest a stapler, tape, modelling clay, or glue.

Day 16

1. Accept yes or no since this is an opinion. Most students will say yes.
2. The student may choose any phrase from the list in the Student Module Booklet.
3. Accept any four African countries. Check the atlas to be sure the student has chosen African countries and has spelled them correctly.

4. The countries with savanna mentioned in the Student Module Booklet are Angola, Zambia, Tanzania, and Kenya.
5. African countries on the equator include Gabon, Congo, Democratic Republic of the Congo, Uganda, Rwanda, Kenya, and Somalia.
6. Rain forest animals include jaguars, leopards, wart hogs, lions, monkeys, parrots and other tropical birds, and many insects and spiders. Accept any rain-forest animal.
7. Sahara Desert
8. modelling clay or marshmallows
9. tape
10. Answers will vary, but should reflect what the student actually used to attach braces to the square-beam support.
11. No, because the nails would tear the paper and slip through it without holding it securely.
12. glue tape staples
13. Answers will vary. The student is making a prediction. Accept an answer of any of the four materials.
14. to 17. The answers should accurately reflect the results from the tests. Monitor as your student completes the tests to be sure the answers are accurate. If other joining materials were used, edit the questions and the graph in Assignment 11 to reflect the student's tests.
18. The answer should accurately reflect the material that supported the most mass.
19. 4
20. 8

Day 17

1. A porquois tale is a story that tells about something in nature or tells why something came to be the way it is.
2. grade five students at Oscar Blackburn School
3. grade seven students at Oscar Blackburn School
4. Jackfish, pickerel, and sturgeon are types of fish.
5. A quiver is a container for holding arrows.
6. eyes
7. some eagle feathers
8. He put some fish in the net for bait.

9. all of the above
10. giving him good eyesight and burning away the net
11. The *y* was changed to *i* and *est* was added.
12. The *y* was changed to *i* and *er* was added.

Phonics

Page 77

- | | | | |
|-------------|------------|----------|-----------|
| 1. laugh | 2. stories | 3. knows | 4. school |
| 5. feathers | 6. blinked | 7. what | 8. wrong |

13. The student is expressing an opinion. Accept any reasonable answers.
14. The student may notice that the backgrounds use bright colours and bold lines or that the backgrounds don't show realistic natural settings.
15. abstract
16. The student is expressing personal thoughts. Accept any reasonable interpretations. Some students might think the lines look like fire, bright feathers, or the sun behind the eagle.
17. red, yellow, green, brown, black
18. The student is expressing personal thoughts. Accept any reasonable interpretations. Some students might think the lines at the bottom look like hills and that the vertical lines at the top remind them of a sunset.

Day 18

1. 64
2. She wraps the baby in a kaross cape.
3. cold and old
4. dates and plums
5. Pat-a-cake, pat-a-cake
6. bracelet
7. Mama's shawl
8. Answers will vary. The student should choose the rhyme he or she likes best.

9.	<i>a</i>	tail too long	<i>a</i>	<i>n</i>	first overswing should be curved	<i>n</i>
	<i>b</i>	✓		<i>o</i>	✓	
	<i>c</i>	tail too long	<i>c</i>	<i>p</i>	✓	
	<i>d</i>	overstroke too far out and should touch upstroke	<i>d</i>	<i>q</i>	✓	
	<i>e</i>	✓		<i>r</i>	✓	
	<i>f</i>	needs understroke at beginning; lower loop is too long	<i>f</i>	<i>s</i>	✓	
	<i>g</i>	✓		<i>t</i>	downstroke should follow first understroke	<i>t</i>
	<i>h</i>	understroke and downstroke should touch line	<i>h</i>	<i>w</i>	tail too long	<i>u</i>
	<i>i</i>	✓		<i>v</i>	✓	
	<i>j</i>	the swing or tail is too long	<i>j</i>	<i>w</i>	✓	
	<i>k</i>	✓		<i>x</i>	✓	
	<i>l</i>	loop is too wide and not on correct slant	<i>l</i>	<i>ry</i>	loop should cross at the line; tail too long	<i>ry</i>
	<i>m</i>	✓		<i>z</i>	✓	

10. Cinderella
11. Goldilocks and the Three Bears
12. Wee Bear
13. Small and cranky!
14. Soon finds his chair broken.
15. Sleepy little girl so surprised!
16. Runs home!
17. The Hare and the Tortoise
18. two
19. four
20. six
21. eight
22. two
23. The student should write the title of his or her favourite tale that was read in this module.

ASSIGNMENT BOOKLET 3B

Grade Three Thematic
Module 3B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Grade Three

3

Thematic

Assignment Booklet



Module 3B:

Tales from Around the World

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
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Assignment 7	
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Assignment 10	
Assignment 11	
Assignment 12	
Assignment 13	
Assignment 14	
Assignment 15	

Teacher's Comments

Grade Three Thematic
Module 3B: Tales from Around the World
Assignment Booklet 3B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

Complete each line.

wa

wi

wr

ba

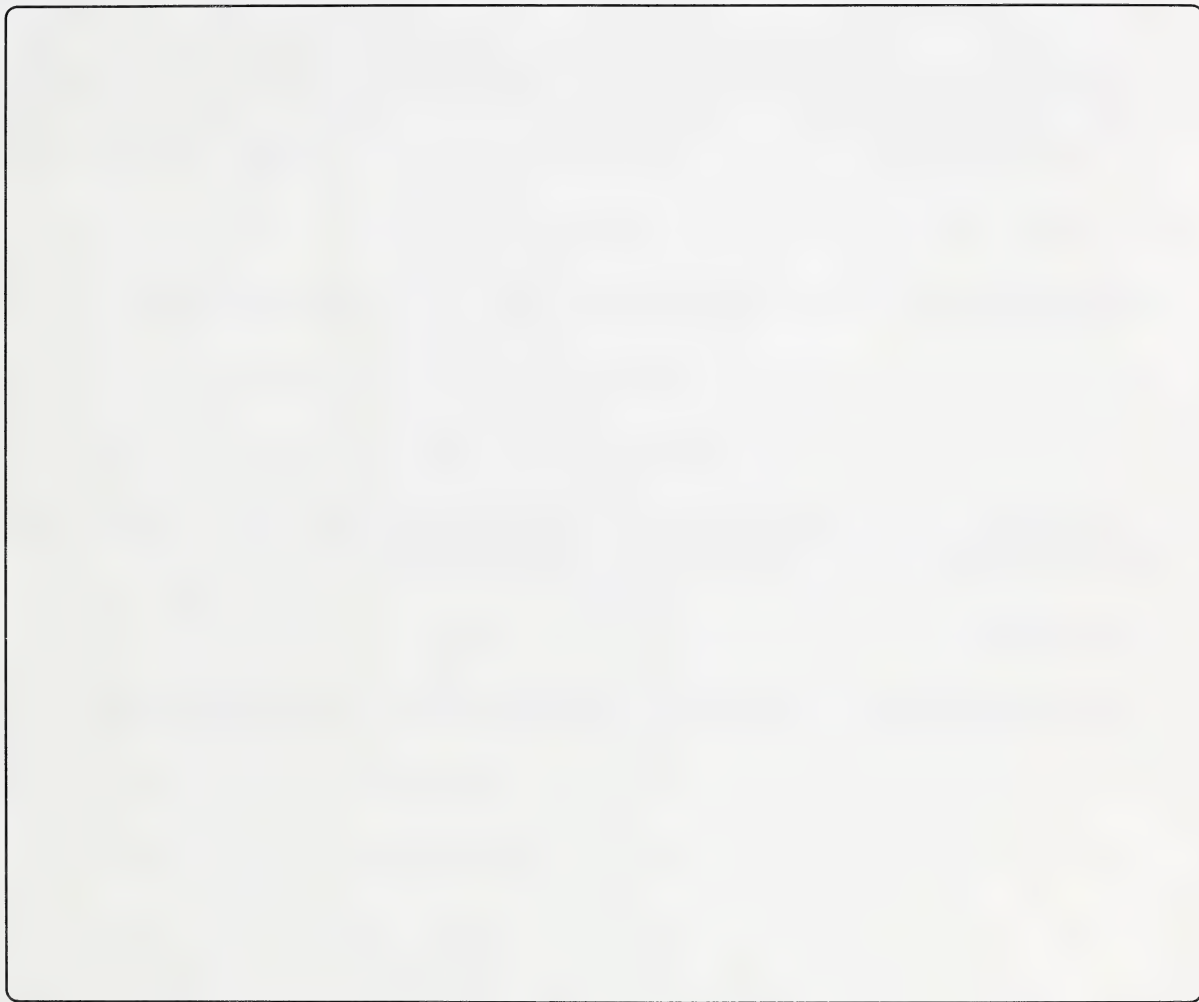
boy

where

Assignment 3

Diagram

1. Draw a diagram of the device you would build for the princess using the materials listed in the Student Module Booklet. Be sure to include labels for the materials.



2. How could you test your device to make sure it is waterproof?

Assignment 4

Choose the Right Material

Read each problem and choose the material you think would work best for each job. Tell why you chose that material.

1. You are digging a pit to trap a coyote who is stealing your chickens. You want to cover the top of the pit with a few branches, but, when the coyote steps on the covering, it should collapse so that the coyote will fall in.

You should cover the pit with

a thin piece of plastic a thick piece of metal a wooden tabletop

2. You need to carry several small items into the house from the car, but you don't have a bag. You decide to gather the items into a bundle and carry them.

You could use

a piece of cardboard a small blanket from the car a roll of paper towel

Assignment 4 continued

3. You are building a tree house. The walls are made of thin sheets of plywood. You need a waterproof roof because you get a lot of rain in your area. There are three things in the garage that you have permission to use.

You should use

a thick sheet of metal

a thin sheet of cardboard

a canvas tarp

Assignment 6**Handwriting**

Write each letter combination twice.

*br**oz**bu**ob**bi**ok**od**ow**oy**oj**om**ou*

Write each word twice.

*bubble**boxes*

Fairy Tale

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Facts About China

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment 9

A Fair Test

My square-beam support held up _____ on Day 14.

Testable Question: Will the braced square-beam support more weight than the unbraced square-beam support did?

Prediction: _____

Materials: _____

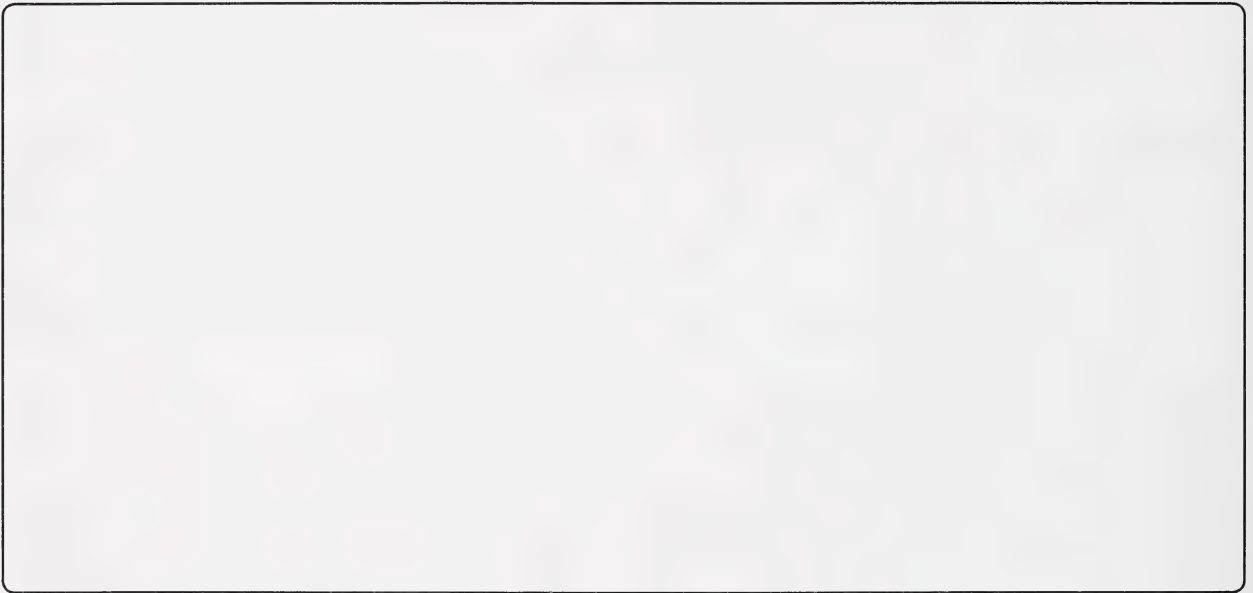
Procedure: _____

Assignment 9

continued

Observations: _____

Diagram: Draw a picture of your test. Label it.



Conclusion: _____

Assignment 10**“The Name of the Tree”**

Read the questions and mark the best answer.

1. What did the animals find at the edge of the empty, flat land?

- ☐ a golden lion
- ☐ a very tall tree
- ☐ a pomegranate
- ☐ a jungle

2. Why did the animals sit and cry?

- ☐ They saw a bump on the edge of the land.
- ☐ The gazelle tripped on a rabbit hole.
- ☐ They were hungry.
- ☐ They were mad.

3. Which words describe how the gazelle felt when he began his journey?

- ☐ tired and hot
- ☐ proud and confident
- ☐ sorry for falling
- ☐ scared of the lion

4. What caused the gazelle to forget the name of the tree?

- ☐ She didn't run fast enough.
- ☐ She was scared by the lion.
- ☐ She fell into a rabbit hole.
- ☐ She got too excited.

Assignment 10 continued

5. How did the elephant feel after she got her foot out of the rabbit hole?

- ☐ proud and confident
- ☐ haughty
- ☐ delighted
- ☐ grouchy

6. Why do you think the lion's fur was standing on end when the turtle arrived?

- ☐ He was happy to see the turtle.
- ☐ He wanted to help the animals.
- ☐ He was hungry.
- ☐ He was getting angry at the animals.

7. What happened when the turtle said the name of the tree?

- ☐ The fruit dropped on the ground.
- ☐ The animals ran around the tree.
- ☐ The branches of the tree bent down.
- ☐ The tree died.

Write a sentence to answer the questions below.

8. How did the young tortoise remember the name of the tree?

9. What strategies do you have to help you remember things?

Assignment 11**Joining Materials**

1. Circle the joining material that would work best.

• to join paper to paper

nails

glue

wire

• to join wood to wood

tape

nails

welding

• to join paper to wood

wire

nails

glue

• to join cloth to cloth

welding

thread

wire

• to join metal to metal

thread

nails

welding

2. You are building a doghouse. You want to attach a tin roof to the wood. What would you use to attach the two materials?

Assignment 11 continued

3. Show the results of your test on the graph below.

Number of Pennies Supported	Cereal	Jujubes	Marshmallows	Modelling Clay
18				
16				
14				
12				
10				
8				
6				
4				
2				

4. The joining material that supported the most mass was the

_____.

5. The joining material that supported the least mass was the

_____.

Assignment 12

Reading Response

Tell about the story "How Eagle Got His Good Eyes." Fill in the following information.

Story Title: _____

Authors: _____

Illustrators: _____

Setting: _____

Characters: _____

This story is a **fable** **fairy tale** **pourquoi tale**.

Finish the sentences.

My favourite part of the story was _____

Assignment 12 continued

This story explained how _____

I **would** **would not** recommend this story to a friend because

Assignment 13 Spelling Test

Write each word as your home instructor says it.

Assignment 14

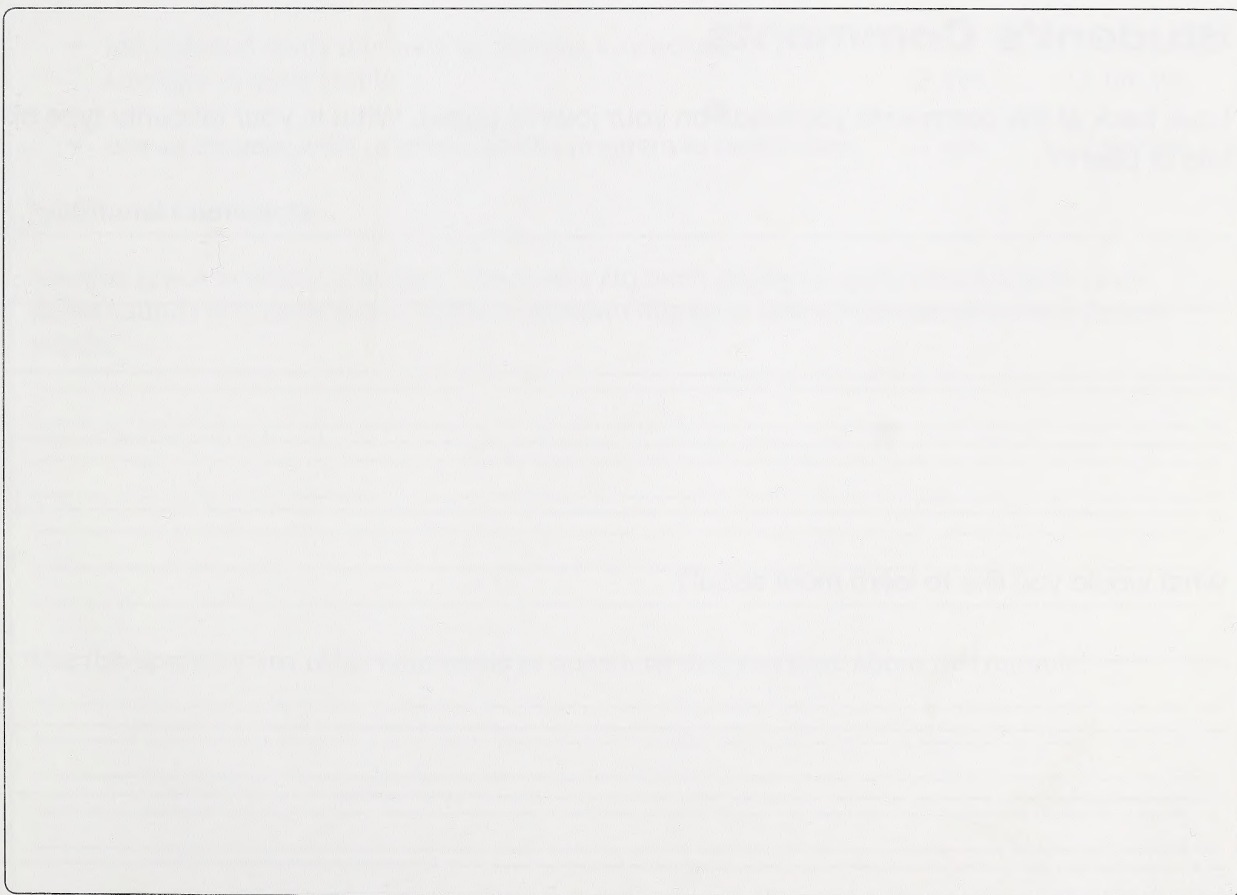
Handwriting

Use the chart to write all of the lowercase alphabet in handwriting. Write each letter in handwriting in the box beside the letter. After you have written all the letters, check each letter. If you think it is correct put a check ✓ beside it. If you think you need to improve it, write it again.

Letter	Handwriting	Check Mark or Correction	Letter	Handwriting	Check Mark or Correction
a			n		
b			o		
c			p		
d			q		
e			r		
f			s		
g			t		
h			u		
i			v		
j			w		
k			x		
l			y		
m			z		

Assignment 15**Cinquain Poem**

Write a good copy of your poem. Create an illustration for it too.



Put a check mark beside the things you can do.

- ☐ I can read words with consonant blends and digraphs.
- ☐ I can retell a familiar tale.
- ☐ I can write a friendly letter.
- ☐ I can figure out ways to make a structure stronger.
- ☐ I can describe some characteristics of building materials.

Student's Comments

Look back at the comments you made on your journal pages. What is your favourite type of tale or poem?

What would you like to learn more about?

Check **yes** or **not yet** for each question.

The student is able to

- | | | |
|---|------------------------------|----------------------------------|
| • spell most words correctly in written assignments | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • identify fairy tales, fables, pourquoi tales, and poems | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • record the results of a scientific test accurately | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use the dictionary to find word definitions and parts of speech classifications | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • identify and apply methods for making a structure stronger or more stable | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use an encyclopedia or encyclopedia program to locate facts | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's ability to apply phonics skills (such as the sounds of y, consonant blends, consonant digraphs, and syllabication) to decode new words.

Use this space for any other comments or questions that you have about this module.

Module 3B

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 16:** recording retelling “The Name of the Tree”
- ☐ **Days 1 to 16:** world map
- ☐ **Day 17:** illustration of pourquoi tale (optional)
- ☐ **Day 18:** Assignment Booklet 3B